
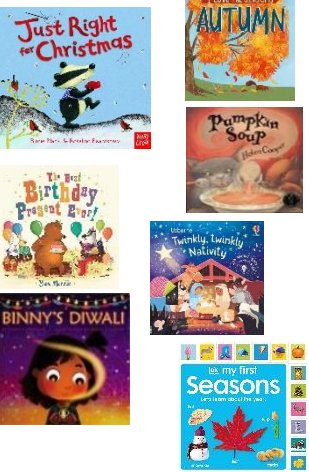



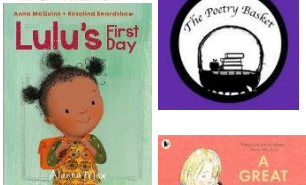
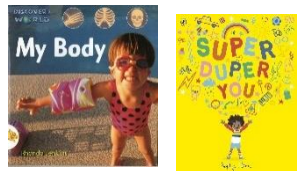


Red Class: Long Term Overview & Progression

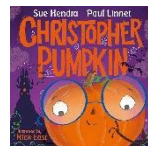
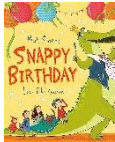
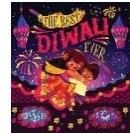
	Autumn 1 Marvellous Me	Autumn 2 Celebrations	Spring 1 Helpful Heroes	Spring 2 Growing Great	Summer 1 Around Our World	Summer 2 Out Of This World
Core Texts	<p>The Colour Monster by Anna Llenas Everybody Feels Happy by Moira Butterfield Once There Were Giants by Martin Waddell Mixed by Arree Chung Giraffes Can't Dance by Giles Andreae</p> 	<p>My First Seasons Pumpkin Soup by Helen Cooper I Love the Seasons (Autumn) by Scott & Coleman Binny's Diwali by Umrigar & Chanani Twinkly, Twinkly Nativity, Usborne Best Birthday Present Ever by Mantle Just Right for Christmas by Black & Beardshaw</p> 	<p>Three Little Pigs by Alperin & Jatkowska Lulu loves the Library by Mc Quinn & Beardshaw When We Grow Up by Walsh I Love the Seasons (Winter) Real Superheroes by Seal A Little Bit of Winter by Stuart & Riddell</p> 	<p>Lulu Loves Flowers by McQuinn & Beardshaw Jasper's Beanstalk by Butterworth & Inkpen Jack and the Beanstalk by Alperin The Giant Turnip by Barkow My Bean Diary, Discovery World The Easter Story by Sully</p> 	<p>Big Yellow Digger by Jarman & Reynolds The Snail & the Whale by Donaldson Harry and the Dinosaurs go on Holiday by Whybrow & Reynolds Handa's Surprise by Browne Handa's Noisy Night by Browne</p> 	<p>Whatever Next by Murphy The Way Back Home by Jeffers Busy People Series: Astronaut I Am Neil Armstrong by Meltzer & Eliopoulos Once There Were Giants by Martin Waddell</p> 

Supplementary texts

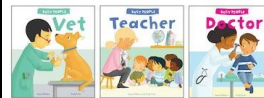
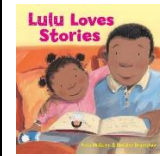
Super Duper You by Henn
 A Great Big Cuddle by Rosen and Riddell
 My History, Discovery World
 My Body, Discovery World
 Me and My Amazing Body by Joan Sweeney
 Poetry Basket
 Word Trouble by Vyara Boyadjieva
 Peppa Pig Learns to ride a bike
 Lulu's First Day by McQuinn & Beardshaw



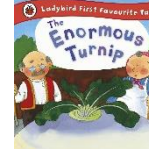
The Best Diwali Ever by Shah and Prabhat
 Hanukkah Festival of Lights by Bader & Stone
 Seasons, Discovery World
 CBeebies My First Festivals: Eid, Diwali, Hanukkah, Christmas, Harvest
 Mrs Blackhat by Inkpen
 Christopher Pumpkin by Hendra, Linnet and East
 Poetry Basket
 Stick Man by Donaldson & Scheffler
 Best Christmas Present Ever by Mantle
 Snappy Birthday by Sperring & Anderson



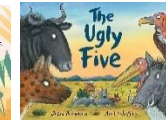
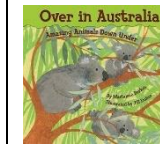
Busy People Series
 Lulu Loves Stories by McQuinn & Beardshaw
 Kipper's Snowy Day by Inkpen



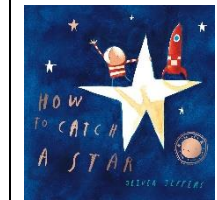
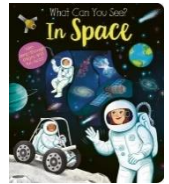
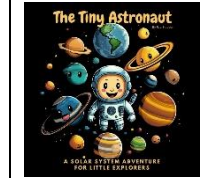
Plant the Tiny Seed by Matheson
 I Love the Seasons Spring
 The Tiny Seed by Eric Carle
 The Enormous Turnip, Ladybird First Favourite Tales
 The Poetry Basket



The Ugly Five by Donaldson
 One Day on our Blue Planet in the Savannah by Bailey
 One Day on our Blue Planet in the Outback by Bailey
 One Day on our Blue Planet in the Antarctic by Bailey
 Over in Australia by Berkes & Dubin
 Peppa Pig Visits Australia



What Can You See in Space? By Ware & Perera
 The Tiny Astronaut by Hudson
 How to Catch a Star by Jeffers



Educational Programme, EYFS Statutory Framework – PSED: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social & Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships.	Express their feelings and consider the feelings of others.	Know and talk about the different factors that support their overall health and wellbeing; regular physical exercise, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Think about the perspective of others.	Manage their own needs – personal hygiene. Identify and moderate their own feelings socially and emotionally.	Show resilience and perseverance in the face of challenge.
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ELG	<ul style="list-style-type: none"> • Self-Regulation- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. • Managing Self- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Building Relationships- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other’s needs. 				
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Educational Programme, EYFS Statutory Framework – Communication & Language: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication & Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in story times. Learn rhymes, poems and songs.	Use new vocabulary throughout the day. Describe events in some detail. Ask questions to find out more and check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding.	Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary throughout the day. Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
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ELG	<ul style="list-style-type: none"> • Listening, Attention and Understanding- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. • Speaking- Participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 				
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Educational Programme, EYFS Statutory Framework – Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use core muscle strength to achieve a good posture when sitting at a table or on the floor.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. Develop small motor skills so that they can use a range of tools competently, safely and confidently.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop overall body strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Combine different movements with ease and fluency.
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ELG	<ul style="list-style-type: none"> • Gross Motor Skills- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. • Fine Motor Skills- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 					
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Educational Programme, EYFS Statutory Framework – Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences.	Read some common exception words linked to the school’s phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that represent one sound and say sounds for them.	Form lower case and capital letters correctly. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.
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ELG	<ul style="list-style-type: none"> • Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • Word Reading- Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Writing- Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 					
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Educational Programme, EYFS Statutory Framework = Maths: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths	Count objects, actions and sounds. Subitise	Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Compare numbers. Understand the one more than/one less than relationship between consecutive numbers.	Explore the composition of numbers to 10.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Automatically recall number bonds for numbers 0-5 and some to 10.
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ELG	<ul style="list-style-type: none"> • Number- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Numerical Patterns- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally. 					
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Educational Programme, EYFS Statutory Framework - Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.	Understand the effect of changing seasons on the natural world around them. Understand that some places are special to members of their community.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments which are different to the one in which they live.	Draw information from a simple map. Compare and contrast characters from stories, including figures from the past.
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ELG	<ul style="list-style-type: none"> • Past and Present- Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. • People, Culture, and Communities- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. • The Natural World- Explores the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 					
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<p><u>Educational Programme, EYFS Statutory Framework - Expressive Arts & Design:</u> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>						
<p>Expressive Arts & Design</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>ELG</p>	<ul style="list-style-type: none"> • Creating with Materials- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. • Being Imaginative and Expressive- Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others and (when appropriate) try to move in time with music. 					
<p>Religious Education (Manchester Diocese Syllabus)</p>	<p>F4 Being special: where do we belong? Thematic</p>	<p>F2 Why is Christmas special for Christians? (Incarnation)</p>	<p>F1 Why is the word 'God' so important to Christians? (God)</p>	<p>F3 Why is Easter special to Christians? (Salvation)</p>	<p>F5 What places are special and why? (Thematic)</p>	<p>F6 What times/stories are special and why? (Thematic)</p>
<p>Phonics: Little Wandle Letters & Sounds Revised</p>	<p>Phase 2</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Phase 3</p>	<p>Phase 4</p>	<p>Phase 4</p>
<p>Handwriting: Letterjoin</p>	<p>Pre-Writing Patterns</p>	<p>Pre-Writing Patterns</p>	<p>Printed Easy Letters</p>	<p>Printed Easy Letters & Words</p>	<p>Printed Harder Letters</p>	<p>Printed Harder Letters & Words</p>
<p>Maths: White Rose</p>	<p>Block 1: Match, Sort and Compare Block 2: Talk about measure & patterns Block 3: It's me 1,2,3</p>	<p>Block 4: Circles & Triangles Block 5: 1,2,3,4,5 Block 6: Shapes with 4 sides</p>	<p>Block 1: Alive in 5 Block 2: Mass & Capacity Block 3: Growing 6,7,8</p>	<p>Block 4: Length, Height & Time Block 5: Building 9 & 10 Block 6: Explore 3D shapes</p>	<p>Block 1: To 20 & beyond Block 2: How many now? Block 3: Manipulate, compose & decompose</p>	<p>Block 4: Sharing & grouping Block 5: Visualise, build and map Block 6: Make connections</p>